**Students learn and retain concepts when they understand vocabulary. Teachers can help build students vocabulary in various ways. Marzano’s building vocabulary strategy consists of six steps.**

1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to make a picture, symbol, or graphic representing the word.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

**1. Provide a description, explanation, or example of the new term.**

* Looking up words in dictionaries is not useful for teaching vocab
* Provide a context for the term
* Introduce direct experiences that provide examples of the term
* Tell a story that integrates the term
* Use video as the stimulus for understanding information

Ask students to investigate the term and present the information to the class (skit, pantomime, poster, etc.)

* Describe your own mental picture of the term
* Find or create pictures that explain the term

**2. Ask students to restate the description, explanation, or example in their own words.**

* Monitor and correct misunderstandings
* Must be student’s original ideas, not parroting the teacher

1. **Ask students to construct a picture, symbol, or graphic representing the word.**
   * Model, model, model
   * Provide examples of student’s drawings that represent the ideas
   * Play “Pictionary”
   * Draw an example of the term
   * Dramatize the term using speech bubbles
   * Let them find a picture on the internet, if necessary
2. **Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.**

* Highlight prefixes, suffixes, root words that will help students remember the meaning of the term
  + Identify synonyms and antonyms for the term
  + List related words
  + Write brief cautions or reminders of common confusions
  + Translate the term into another language for second language students
  + Point out cognates to words in Spanish
  + Write incomplete analogies for students to complete
  + Allow students to write (or draw) their own analogies
  + Sort or classify words
  + Compare similarities and differences

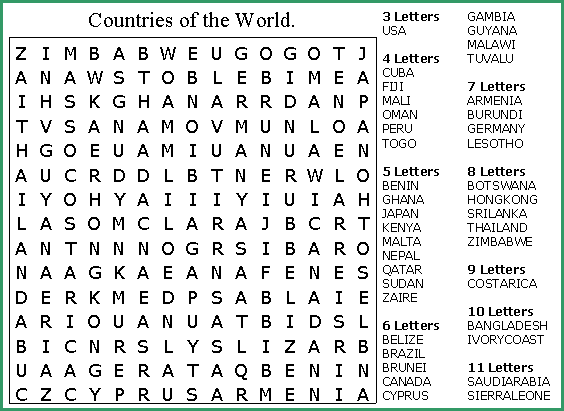
1. **Periodically ask students to discuss the terms with one another.** 
   * Think-Pair-Share
   * Compare their descriptions of the term
   * Describe their pictures to one another
   * Explain to each other any new information they have learned (“aha’s”)
   * Identify areas of disagreement or confusion and seek clarification
   * Students can make revisions to their own work
2. **Involve students periodically in games that allow them to play with terms.**
   * Pictionary
   * “Oops” (formerly known as “Bang”)
   * Upset the fruit basket
   * Memory
   * Jeopardy (vocab words are on the board, players make up a question to define)
   * Charades
   * Name that Category ($100,000 Pyramid)
   * Password
   * Talk a Mile a Minute (like Catch Phrase)
   * Bingo (you give definition, kid marks the word)
   * Create a skit (assign groups of 3-4 kids 3 vocab words to make a skit out of)
   * Swat Game (post 2 sets of words, kids on 2 teams compete to find words first and swat with fly-swatter)

***The following are examples of building vocabulary for different grade levels from Marzano’s teaching strategy:***

**Elementary (K-5)**  C:\Documents and Settings\Efrain Cepeda.VICTORIA\My Documents\My Pictures\Microsoft Clip Organizer\j0283385.wmfC:\Documents and Settings\Efrain Cepeda.VICTORIA\My Documents\My Pictures\Microsoft Clip Organizer\j0283391.wmf

* **The bingo game is an approach to building vocabulary that would allow students to learn the vocabulary words in a fun way.**
* **The teacher would**

**Middle**



**http://www.crauswords.com/**

www.doe.in.gov/lmmp/pdf/09conference/Six\_Step\_Process.doc

**High**